



Ag Rialáil Gairmithe Sláinte agus Cúraim Shóisialaigh

Regulating Health + Social Care Professionals



# Guide to Continuing Professional Development

# Contents

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Introduction	1
General Information	2
CPD Credits	4
CPD Activities	7
Undertaking CPD	10
CPD Portfolio	12
CPD Audit	22

## Introduction

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CORU is Ireland's multi-profession health and social care regulator. Our role is to protect the public by promoting high standards of professional conduct, education, training and competence through statutory registration of health and social care professionals.

CORU is the name we use to describe the Health and Social Care Professionals Council and the Registration Boards established under the Health and Social Care Professionals Act 2005 (as amended).

A key aspect of CORU's role as a regulator is to enforce high standards in relation to the education of registered professionals.

This is achieved by:

- Ensuring that the relevant educational bodies deliver qualifications that prepare professionals to provide safe and appropriate care.
- Ensuring that registered professionals keep their professional knowledge and skills up to date through continuing professional development.

This booklet is a Guide to Continuing Professional Development (CPD) that will hopefully answer any questions you might have.

# General Information

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## 1. What is CPD?

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Continuing professional development is the means by which health and social care professionals maintain and improve their knowledge, skills and competence, and develop the professional qualities required throughout their professional life. CPD is an integral component in the continuing provision of safe and effective services for the benefit of service users. CPD requires engagement by the health and social care professional in a range of learning activities on an on-going basis.

## 2. Why is CPD important?

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Active engagement in CPD is critical to ensuring that registrants continue to have up to date knowledge and skills to deliver a safe and effective service to service users. The registrants' practice must be guided by changes in work methods, in technology, in research, in roles and in legislation. Evidence of CPD is important because it provides the mechanism for registrants to reassure the Registration Board, on behalf of the public, that they are maintaining their professional standards.

## 3. Is the CPD system suitable across all the different settings of health and social care practice?

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Yes. The CPD system is flexible and adaptable across all areas of practice and different work settings.

Registrants will self-identify their own learning needs based on their area of practice. They will then identify suitable learning activities

that target their learning needs but also take into account personal circumstances.

Many suitable learning activities are work-based learning activities which are relevant regardless of the area of work or practice. There are no compulsory requirements for the types of learning activities included so it can be adapted to suit work practices.

# CPD Credits

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## 4. How many CPD credits do I need to accrue?

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Registrants are required to accrue 60 CPD credits in each 24 month cycle. The 24 month cycle for each profession will be published on the CORU website.

## 5. How many CPD credits are required for those who work part-time?

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The requirement is 60 credits in each 24 month cycle regardless of your work situation. This CPD standard applies to all professionals on the register regardless of a full time or part time caseload.

## 6. How many CPD credits are required for those on maternity leave?

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The requirement is 60 credits in each 24 month cycle regardless of your work situation. This CPD standard applies to all registrants regardless of a full time or part time caseload and to those who may be on an extended break from work for maternity/adoptive leave or a number of other reasons.

For those who are on an extended break from work for any number of reasons, they may be able to apply to defer their audit should they be called. However, this will be considered by the Registration Board on a case by case basis and there is no guarantee that you will be granted a deferral. Those who are successfully granted a deferral will automatically be called for audit the next time.

## 7. How are CPD credits awarded

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CPD credits are awarded on the basis that one hour of learning is equal to one CPD point. **For the purpose of this CPD system, learning refers to new or enhanced learning only.**

Registrants are required to self-declare the CPD credits for each activity they engage in. This is based on the amount of new or enhanced learning associated with the activity, identified by them as an individual. Registrants will be obliged to self-declare CPD points, even in the instance that CPD points have been awarded for the activity by an accrediting body.

For example, Registrant X and Registrant Y may attend the same 2 day course. The organisation running the course has awarded 14 CPD points. Registrant X is attending a course of this type for the first time, but was familiar with the legislation informing the course so awards themselves 12 CPD points. Registrant Y had attended a similar course 2 years previously but was interested in the changes in this area, and awards themselves 3 CPD points for the same course.

## 8. Can I carry surplus CPD activities forward to the next cycle?

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No. Registrants may complete more than 60 credits in a CPD cycle if they wish. However, credits cannot be transferred or carried forward to the next CPD cycle. They are only relevant to the cycle during which they were completed.

## 9. Are 60 credits enough?

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60 credits have been deemed sufficient for the maintenance of threshold standards in health and social care practice. Some registrants may complete in excess of 60 CPD credits in each 24 month cycle in order to achieve higher standards of practice, but this is not compulsory to stay on the register.

The CPD system is only concerned with the maintenance of threshold standards.

## 10. Can CPD credits only be accrued on an hourly basis?

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1 CPD credit is equal to 1 hour of learning, but you can attribute any fraction of 1 hour to a learning activity.

For example, Registrant X may have a 15 minute discussion about a complex case with a colleague which resulted in learning. Registrant X would then record 0.25 CPD credits for this learning activity in their Record of CPD Activities.



## CPD Activities

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### **11. If I attended the same course twice, could I record CPD points for both attendances?**

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CPD credits should be allocated on the basis of new or enhanced learning. Simply completing the same activity a number of times would not accrue additional CPD points as the content would not be new to the registrant.

However the same type of learning activity such as a journal club, may contribute to CPD point accrual throughout the cycle as new content is likely to be generated at each meeting of the journal club.

### **12. Can I only accrue a certain amount of CPD credits for each learning activity type?**

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The only learning activity with a CPD credit limit is the maintenance of a CPD portfolio. Registrants may claim a maximum of 8 CPD credits in relation to this activity. There are no limits or caps placed on any other activity type, however, registrants must demonstrate engagement with a range of learning activities.

### **13. Will CORU accredit CPD activities?**

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No, CORU will not accredit CPD activities. Each registrant will be responsible for identifying suitable CPD activities to target their own learning, and will be allocating CPD points based on the new or enhanced learning associated with each activity.

## **14. What CPD activities will be considered suitable for registrants to complete?**

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A list of examples of CPD activities has been completed to support registrants. This list is varied and incorporates work-based learning activities. However, registrants will be entitled to identify learning activities that are targeted to their own learning needs and are not confined to complete activities only on the list. As long as learning took place that informs or improves their practice, this will be considered a suitable learning activity.

## **15. Are there any compulsory activities specified as part of the CPD Framework?**

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No specific learning activities have been identified as compulsory elements within the CPD Framework. This reflects the diverse nature of practice and will ensure that registrants are able to complete activities that are suitable to themselves and their setting. Registrants will self-identify learning activities that target their specific learning need and will self-declare the learning gained from the activity.

Activities such as supervision which are a core area of practice and are strongly embedded into practice will be considered as suitable learning activities. The only compulsory requirement relating to activities is that registrants engage with a range of learning activities to satisfy the 60 credit requirement.

## **16. How do I decide what CPD activities I should do?**

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Registrants are required to carry out a self-directed review of their knowledge, skills, performance and professional qualities in the context of their professional role and be mindful of current and future practice requirements. This enables registrants to identify learning needs and outcomes that are important for their practice.

Following this, registrants will then identify suitable learning activities that address these learning needs. Registrants can seek guidance from employers, managers, supervisors or colleagues when identifying appropriate learning activities.

## **17. Will it be sufficient to submit 60 credits of just one activity in my portfolio?**

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Although there may be one activity that strongly represents practice within a profession, it will not be sufficient to submit a portfolio with just one learning activity amounting to 60 credits. This will not satisfy the requirements.

Registrants are required to complete a range of learning activities amounting to 60 CPD credits in order to satisfy the CPD requirement.

## **18. Are courses and workshops the only type of acceptable CPD?**

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Attendance at a course or workshop is only one way of completing a CPD activity. We are cognisant that courses and workshops require time and resources and may not suit all registrant's personal circumstances. For this reason, a variety of learning activities will be suitable and a list of example activities is available for registrants.

# Undertaking CPD

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## 19. When should I complete CPD?

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Registrants should engage with learning activities on an on-going basis throughout the CPD cycle. This does not mean that registrants are obliged to engage with CPD continually, but should add to their portfolio at regular intervals.

CPD can be incorporated into your everyday work practice through a range of activities such as supervision, discussions with colleagues, case studies, in-service presentations, journal clubs, peer review, providing student placements, job rotation and work shadowing.

CPD may also be completed outside of your work and professional commitments.

## 20. My workload is too heavy, and I don't have the time. How will I find the time to do CPD?

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We are cognisant of the busy nature of health and social care professionals, and for that reason, have created a flexible model which should suit those in a variety of work situations and with different personal circumstances.

Registrants should be able to embed CPD within their current work situations and incorporate learning activities into their practice. The framework allows registrants to include any planned and unplanned activities which lead to learning and ultimately benefits service users. Activities such as attending in-house mandatory training, reflection on critical incidences or complex cases and sharing information from CPD activities with colleagues are all considered acceptable learning opportunities.

These work-based learning opportunities should reduce the possible burden of CPD to busy practitioners.

## **21. Do I need to consult with a manager or supervisor to meet the CPD Standard and Requirements?**

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No. This is not a requirement of the CPD Framework. Registrants are entitled to conduct this process on their own as some practitioners may work in isolation.

However, as professional development planning may be a feature of some workplaces and may inform the CPD process, it may be useful for registrants to combine both processes to increase efficiency and to streamline the process and minimise the time implications associated with it.

## **22. I don't have access to a supervisor. Will I be able to meet the CPD requirements?**

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Yes. Supervision or consultation with a manager or a colleague during the CPD cycle may help and support you to identify learning needs and complete learning activities. However, it is entirely acceptable to not engage in consultation with others during the cycle.

## **23. Is CPD the responsibility of my employer?**

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No. The responsibility to engage with CPD and maintain an accurate record of your CPD in the form of a portfolio is the responsibility of the registrant.

Employers should recognise the importance of CPD to professional practice and can be further informed on this by referring to CORU's 'Guide to CPD for Employers' which is available on the CORU website.

## CPD Portfolio

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### 24. What information needs to be included in the CPD portfolio?

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The CPD portfolio that is required to be maintained as part of your commitment to CPD contains 5 distinct sections.

1. Declaration and overview of professional role and practice setting
2. Personal Learning Plan
3. Record of CPD activities
4. Reflections on 8 different learning activities
5. Evidence of CPD learning activities

### 25. What do I need to include in my overview of professional role?

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This is a written description by the registrant of their current professional role and practice setting. It should include your main responsibilities, any specialist areas of work and description of the practice setting and service users.

### 26. Why do I need to include this overview of my professional role?

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This overview will be used during portfolio review and assessment to consider the link between professional role and practice setting and CPD activities undertaken.

## **27. I work in more than one professional role. Do I need to include all of my workplaces and settings?**

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Yes, this overview of your professional role and practice setting should be all encompassing and reflective of all your responsibilities as a registered professional.

## **28. What is a Personal Learning Plan?**

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The Personal Learning Plan is the outcome of the self-review of skills, knowledge and professional responsibilities carried out as part of Stage 1 of the process. This sets out the professional learning and development needs of the registrant and details how the registrant plans to address those needs by undertaking a number of appropriate CPD activities. The Personal Learning Plan should include

- Learning needs
- Learning outcomes
- Suitable learning activities
- Timeframes
- Prioritisation

## **29. What needs to be included in the Record of CPD Activities?**

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The Record of CPD Activities is the output of Stage 3 of the process. The Record of CPD Activities is an accurate record of all learning activities undertaken during the cycle. This includes both planned and unplanned learning activities.

It is best to keep a record of your CPD activities on an on-going basis in a table format. It should include the date of the activity, a brief description and a brief statement of the learning gained from the activity. It should also include the CPD credits assigned for the activity by the registrant and the number assigned to the documents supporting and evidencing the learning activity.

### **30. Can unexpected learning be used to accrue CPD credits?**

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Yes. Excellent learning opportunities may arise spontaneously without planning or intention. These can be added to the Record of CPD Activities as unplanned learning activities. A record should be made in a similar fashion to planned activities.

### **31. Will I still need to include supporting documentation for unplanned activities?**

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Yes. It may be as simple as identifying the learning gained from the activity and writing a short piece on the impact it had on your professional role. Even though an activity is unplanned, it is still important to verify and evidence it.

### **32. Why do I need to submit reflections on different learning activities?**

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Reflective practice is one of the defining characteristics of professional practice and is the cornerstone of the CPD cycle used by CORU. Reflection on CPD activities is designed to increase the learning gained from the activity or experience. It encourages analysis of learning which will examine the impact a learning activity has had on the registrant, their practice and the service users.

### **33. Why do I need to submit 8 reflections on different activities?**

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In order to demonstrate appropriate engagement with the process of reflection, it has been deemed that submission of 8 reflections will be sufficient.

These 8 reflections need to be related to 8 different learning activities in order to show the ability to analyse and synthesise learning from



a range of different learning activities. The emphasis for this CPD system is for registrants to engage with and explore a range of learning activities and this requirement is in keeping with that concept.

### **34. Can I submit more than 8 reflections?**

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Yes. There is a minimum requirement to submit 8 reflections, but you are welcome to submit more if you would like.

### **35. Am I required to use the Reflective Report Template provided by CORU?**

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Yes. This template is designed to assist and support registrants in completing reflective reports in keeping with the requirements of the CPD portfolio. All registrants are obliged to use the templates to support a simplified, streamlined audit process.

It is important that the reflective report shows how undertaking the learning activity met a learning need and how/if it impacted professional practice and service users. If it did not meet a learning need or did not impact practice you may want to demonstrate why not, and what you need to do in the future to rectify this. A reflective report should also highlight any areas for future development that were identified as a result of completing the activity.

### **36. Are reflections appropriate to use as supporting documentation?**

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The example list of appropriate evidence for a range of learning activities includes impact on your professional role, which is very similar to the reflective report. In some instances just one supporting document may not be sufficient to truly evidence the learning activity.

For example, attendance at a course, workshop or subject specific conference would require a certificate of attendance as well as further written evidence.

### **37. Does reflection always have to be positive?**

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No. Reflection can explore more negative aspects of learning.

For example, a learning activity that you expected to target a particular learning need did not do so. It is valid to reflect on this, but it would be useful to identify what type of learning activity might better address the need in the future.

Another example could be that after attending a course where you learned a new skill, you were unable to implement this into practice. It is important to explore the barriers to implementation within your practice and identify how these could be overcome and if they need to be.

### **38. Why do I need to include supporting documentation?**

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The purpose of supporting documentation is to verify the learning activity to which it relates. It allows the CPD assessors to be sure that the learning activity did take place and impacted your professional practice.

### **39. What supporting documentation do I need to include?**

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The supporting documentation required varies depending on the type of learning activity to which it relates. The table of CPD activity examples provided includes examples of corresponding suitable supporting documentation.

Registrants need to include appropriate supporting documentation to verify and confirm the learning activity it evidences. Some activities will require just one type of supporting documentation, whereas others may require more. Please be guided by the examples provided. However, registrants are encouraged to use their judgement

and are encouraged to supply sufficient documentation to verify the activity.

The 8 reflective reports may act as supporting documentation for the activities to which they relate. However, it may not be sufficient evidence for certain activities and further documentation may be required.

## 40. Do I need to number the supporting documents?

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Yes. The supporting documents need to be numbered to easily link them to the activity to which they correspond.

In the Record of CPD Activities, you should provide the number of the supporting documents for each activity listed.

The supporting documents should be preceded by a table explaining the supporting documents. It should include the number of the document, the type of document it is and which activity it relates to. A template is provided for your use.

## 41. Do I send the originals of my documents?

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No. **Copies** of documents such as certificates of attendance should be submitted as part of your portfolio. It will not be possible to return original documents to registrants, so they should not be included.

## 42. Should I be concerned about confidentiality when including supporting documentation?

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Yes. It is important that all information identifying a patient or service user must be removed from any documentation submitted. This is particularly important when including items such as case studies. Do not, under any circumstance, provide information that would

enable the identification of a service user. Failure to comply with confidentiality of service users may raise fit and proper concerns during audit.

### **43. My colleague attended the same course as I did, can I use her evidence?**

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No. Plagiarism may be deemed as professional misconduct and thereby the registrant would be in breach of the Code of Professional Conduct and Ethics of their Registration Board. Plagiarism is falsely attributing someone else's written or creative work as your own without appropriate acknowledgement. This includes not just written work but also graphics, tables, and any representation of ideas.

Only your own work and ideas may be included in your portfolio. Plagiarism may raise fit and proper concerns during the audit.

### **44. Do I have to use the CPD portfolio and other templates provided?**

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The portfolio used and presented for audit by the registrant needs to replicate the template portfolio as closely as possible. The portfolio should be legible and logical and enable the assessors to adequately assess the content. The portfolio used should employ the same titles and sections as the CORU template.

### **45. Is it recommended to use the CORU template?**

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We recommend using the CORU portfolio template to ensure you are compliant with the CPD requirements set out. Portfolio's that do not meet the requirements of the portfolio will automatically be asked to provide further information to provide the assessors with appropriate information for them to assess.

Portfolios completed on the CORU template are likely to move through the audit process more quickly.

## 46. Are there any word counts within the portfolio?

No. There are elements of the portfolio where there are suggested guidelines. These are detailed below:

1. Professional practice and practice setting (500 words)
2. Personal learning plan
3. Record of CPD activities (300 - 1,200 words for each activity)
4. Reflections on CPD activities (1,200 words for all reflections)
5. Evidence of CPD activities.

Registrants are entitled to go above or below the suggested word counts as they see fit. It is the responsibility of the registrant to ensure they have supplied sufficient information for their portfolio to be adequately assessed. For the purpose of the record of CPD activities there should be some correlation between the number of credits allocated and the description of learning gained.

For example, you would be expected to write significantly more regarding learning gained for an activity that resulted in 20 credits being allocated in comparison to the learning gained for just 1 credit being allocated.

The suggested guideline of just 150 words for each reflection is because the reflection is an extension of the record of CPD activity. You have already detailed the overview of learning gained and the reflective report is simply considering its relevance to practice and impact or benefit to service users.

## **47. Is keeping a portfolio a time consuming process?**

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In order to minimise the time implications associated with maintaining an accurate record of your learning, we would recommend you maintain your portfolio on an on-going basis.

The templates provided by CORU are designed to assist you in the recording of your CPD in an efficient, easy manner. The registrant toolkit also provides additional resources to ease the time burden associated with keeping a portfolio.

In recognition of the effort associated with maintaining a portfolio, a maximum of 8 CPD credits may be assigned to this process as a learning activity.

## **48. Does keeping a CPD portfolio qualify as a learning activity?**

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Yes. Maintaining a CPD portfolio is included in the guidance as a suitable learning activity. Registrants can claim a maximum of 8 CPD credits for the maintenance of their CPD portfolio.

## **49. How long should I keep my portfolio?**

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Records should be kept by the registrant in perpetuity.

## **50. How do I claim my 8 CPD points for maintaining a portfolio?**

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Maintaining a CPD portfolio will need to be included as a learning activity in the Record of CPD Activities. This can be appropriately evidenced through your Personal Learning Plan, Records of Activities, Reflections and Supporting Documentation which are already presented as compulsory components of your portfolio.

## **51 Will I submit my CPD portfolio when I re-register at the end of the 24 month cycle?**

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No. CPD portfolios will not be required to be submitted as standard. A random audit will take place at the end of each 24 month cycle to assess compliance with the CPD system

## CPD Audit

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### 52. Will I be called for audit automatically?

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No. Only a percentage of the register will be asked to submit their portfolio as part of a random audit.

### 53. Can a particular group be targeted in the audit?

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Yes. Registration Boards reserve the right to target a particular group of practitioners or an individual at any time.

### 54. Can I only be called for audit at the end of a 24 month cycle?

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No. Registration Boards reserve the right to target a particular group of practitioners or an individual at any time. For this reason, it is imperative that CPD is completed on an ongoing basis and an up to date record is maintained.

Regular audits will only happen at the end of a 24 month cycle.

### 55. Are there any exemptions from the random audit?

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Only those who have been on the register for the full 24 month cycle will be eligible to be called for audit.

Those who join the register mid cycle should engage with CPD without delay in order to be compliant with the standard, but will be ineligible to be called for the random audit.

They will only be eligible for audit at the end of the next full 24 month cycle.



## **56. How will I know if I have been called for audit?**

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All registrants who are being called for an audit will be contacted directly. If you have not been contacted, you have not been called.

## **57. Once I have been called for audit, how long do I have to submit my portfolio?**

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Registrants who have been called for audit will be given 30 days to submit their portfolio for review.

## **58. Can I defer an audit?**

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Registrants are expected to engage in CPD regardless of employment status. However, in recognition of personal circumstance, we understand that it may not always be possible to comply with the requirement to participate in CPD audit.

These circumstances may include maternity/adoptive leave or long-term illness. Requests for deferral can be made to the Registration Board following invitation to participate in CPD audit and will be considered on a case by case basis. There is no guarantee that requests to defer audit will be successful.

## **59. How can I request a deferral of audit?**

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In the event that you wish to request a deferral of audit, please visit our website to download the deferral form.

You will have 30 days to submit your deferral form from the date that you have been selected for audit. The deferral form can be submitted by email via [cpdaudit@coru.ie](mailto:cpdaudit@coru.ie)

## 60. My audit has been deferred, what next?

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You will automatically be called for audit at the end of the next 24 month cycle.

## 61. How will portfolios be submitted?

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Portfolios should only be submitted following an invitation to participate in CPD Audit. You are not required to submit your portfolio unless requested to do so.

You are requested to submit a **copy** of your CPD portfolio along with **copies** of your supporting evidence. Originals should not be submitted as these will not be returned to registrants.

Portfolios should be submitted online via email to cpdaudit@coru.ie. If you would like to request a postal submission please email cpdaudit@coru.ie.

## 62. Will my portfolio be assessed immediately?

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Portfolios will first be checked to ensure that all documents have been provided. Missing documentation will be requested to be submitted, and a deadline date will be issued. Once all documentation is received, the portfolio will be reviewed.

## 63. Who will assess my portfolio?

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Portfolios will be assessed as per the CPD audit policy.

## 64. Will my portfolio be returned to me?

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No. Portfolios will not be returned to registrants as there will be no need to do so. Registrants will only be submitting a **copy** of their portfolio for assessment.

## 65. What are the possible outcomes of an audit?

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The only possible outcomes of an audit are that registrants are deemed either compliant or non-compliant. **A decision of non-compliance leads to a professional misconduct inquiry.**

There are a number of pathways to each outcome and they are detailed as follow.

### Pathway 1:

CPD requirements are met and the registrant is deemed compliant.

### Pathway 2:

- a) Most CPD requirements are met and further information is requested. This additional information is examined and accepted and you are deemed compliant.
- b) Most CPD requirements are met and further information is requested. This additional information is examined and deemed insufficient and you follow Pathway 3.

### Pathway 3:

- a) CPD requirements are not met. Additional time is recommended and a timeframe in which the registrant can meet the CPD requirements is specified. The portfolio is reviewed a second time and the registrant is deemed compliant.
- b) CPD requirements are not met. Additional time is recommended and a timeframe in which the registrant can meet the CPD requirements is specified. The portfolio is reviewed a second time and the registrant is deemed non-compliant. The registrant is given the right to reply and the Registration Board then makes a decision that the registrant is compliant.

- c) CPD requirements are not met. Additional time is recommended and a timeframe in which the registrant can meet the CPD requirements is specified. The portfolio is reviewed a second time and the registrant is deemed non-compliant. The registrant is given the right to reply and the Registration Board then makes a decision that the registrant is non-compliant. **This leads to a professional misconduct inquiry.**

#### **Pathway 4:**

CPD requirements are not met through the following scenarios:

- No response from registrant
- No portfolio submitted
- Portfolio prompts fitness to practise concerns
- Concerns about false declarations

A non-compliant recommendation to the Registration Board will be made. The registrant will be given the right of reply.

- a) Registration Board will deem the registrant compliant
- b) Registration Board will deem the registrant non-compliant. **This leads to a professional misconduct inquiry.**

## **66. If I am asked to provide ‘further information’, how long will I have to do so and will I be guided as to what the assessors are looking for?**

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In this instance, the registrant will be provided with a detailed report following review of the portfolio specifying the further information that needs to be provided. The registrant will be given 30 days in which to provide the information.

## 67. How much 'additional time' will be granted to registrants who require it?

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The registrant will be provided with a detailed report of what needs to be done in order to be compliant with the CPD requirements. Additional time will be awarded to the registrant and the Registration Board can grant an extension of up to six-months during which time the registrant can attempt to become compliant. This will be considered on a case by case basis.

## 68. What is being considered when reviewing a portfolio?

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The review is essentially focused on finding evidence of compliance with the CPD requirements.

- Completion of 60 CPD credits in the 24 month cycle
- Engagement with a range of CPD activities
- Engagement with CPD on an ongoing basis
- Demonstrate that CPD activities are relevant to professional role & mindful of current & future practice
- CPD activities are based on a self-directed review of knowledge, skills, performance & personal qualities

The portfolio must be up to date

It must contain:

1. Declaration and overview of professional role and practice setting
2. Personal Learning Plan
3. Record of CPD activities
4. Reflections on 8 different learning activities
5. Evidence of CPD learning activities

## 69. How likely is it to be deemed non-compliant?

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Registrants who are being audited are given every opportunity to be deemed compliant with the CPD framework. In the instance you are not immediately deemed compliant, you will be given the detailed report from the CPD assessors outlining what you need to do in order to be deemed compliant. You will be asked for further information or afforded additional time in which to become compliant.

Registrants are given a 'right of reply' to the Registration Board in advance of the decision of non-compliant being made.

Only those who make no effort to engage with the CPD audit and do not follow the suggestions provided to them are likely to be deemed non-compliant.

## 70. If I am deemed non-compliant do I get a chance to defend myself?

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Yes. In the instance that a recommendation of 'Non-Compliant' is made to the Registration Board, the registrant will be notified in writing. This will include the reasoning for the non-compliant recommendation.

The registrant then has 14 days to exercise their 'right of reply' by submitting a **written response** to the Registration Board. Further information on this process will be provided to registrants in this situation. The Registration Board will consider both the audit report and the registrant's submission when making their decision.

## 71. Do all Board decisions of non-compliance result in a professional misconduct hearing?

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Yes. If the Registration Board deems a registrant non-compliant with the CPD requirements, that registrant is in breach of the Code of Professional Conduct and Ethics for that board. The Registration Board will refer the registrant for a professional misconduct hearing.

## For more information

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Registrants are encouraged to visit the website [www.coru.ie](http://www.coru.ie) for more information about CPD.

Specific queries can be emailed to [cpd@coru.ie](mailto:cpd@coru.ie) or phone calls can be directed to 01 2933160.

*The purpose of this guide is to provide information. You should not act or refrain from acting on the basis of any material contained in this guide, without seeking further appropriate advice if you need it.*

E: [info@coru.ie](mailto:info@coru.ie)

[www.coru.ie](http://www.coru.ie)